DOCUMENT RESUME

ED 065 428

SO 004 024

TITLE Social Studies: Tentative Syllabus; Grade 12: Advanced Government.

INSTITUTION New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

PUB DATE 67

NOTE 46p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *American Government (Course); Case Studies; *Citizenship; Citizenship Responsibility; *Civics; Cognitive Processes; Concept Teaching; Curriculum Guides; *Decision Making; Democracy; Grade 12; *Political Science; Public Affairs Education; Secondary Grades; Sequential Programs; Social Studies Units

ABSTRACT

Twelfth grade students have the opportunity to explore the governing process in a one semester elective course presented in this preliminary draft. The objective of the course is to prepare students for full citizenship responsibilities by giving them a realistic understanding of the processes of governing in the United States. Focus is upon process education techniques with primary emphasis on the decision making process. Since previous sequential programs have familiarized students with basic theory and structure of government, the emphasis here is upon using skills and techniques of the political scientists. A framework of points of view and major ideas for developing teaching plans is outlined. For each main topic case studies are suggested. The curriculum is divided into six topics beginning with an introduction, which includes an examination of the purposes of government and of democracy, and an explanation of the decision making process. Subsequent topics unfold the process itself: carrying out the decision, and re-evaluating and analyzing the decision. A tentative flow chart of K-12 social studies program is included. (Author/SJM)

ED 065428

Social Studies

GRADE 12: ADVANCED GOVERNMENT

ED 065428

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, 1967

SOCIAL STUDIES

TENTATIVE SYLLABUS

GRADE 12 - ADVANCED GOVERNMENT
(One Semester)

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor, Binghamton, 1968
Everett J. Penny, B.C.S., D.C.S., Vice Chancellor, White Plains, 1970
Alexander J. Allan, Jr., LL.D., Litt.D., Troy, 1978
Charles W. Millard, Jr., A.B., LL.B., Buffalo, 1973
Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., Purchase, 1972
Edward M. M. Warburg, B.S., L.H.D., New York, 1975
Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., New York, 1969
Joseph T. King, A.B., LL.B., Queens, 1977
Joseph C. Indelicato, M.D., Brooklyn, 1974
Mrs. Helen B. Power, A.B., Litt.D., Rochester, 1976
Francis W. McGinley, B.S., LL.B., Glens Falls, 1979
George D. Weinstein, LL.B., Hempstead, 1981
Max J. Rubin, LL.B., L.H.D., New York, 1980
Kenneth B. Clark, A.B., M.S., Ph.D., Hastings on Hudson, 1971
Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D., Syracuse, 1982

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary and Continuing Education
Walter Crewson

Assistant Commissioner for Instructional Services (General Education)
Warren W. Knox

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Secondary Curriculum Development
Gordon E. Van Hooft

Chief, Bureau of Social Studies Education
Mildred F. McChesney

CONTENTS

TOPIC	PAGE
Special Acknowledgement	iv
Foreword	v
How To Use This Syllabus	vii
Tentative Flow Chart of the Social Studies Program	x
Grade Twelve - Advanced Government	
Introduction	1
I The Nature of Government	4
II Identifying the Issue	8
III Discussion of the Issue	11
IV Making the Decision	14
V Carrying Out the Decision	20
VI Reevaluation and Analysis	24
Report Sheet	
Parts 1 and 2	29
Part 3	30

SPECIAL ACKNOWLEDGMENT

The Ad Hoc Committee and the Professional Committee, whose members are listed below, contributed those overall recommendations which indicated some of the directions that the new social studies program should take.

A number of classroom teachers and supervisors, working under the direction of staff members of the Education Department, made the final decisions concerning the content and format of this syllabus and of the other three syllabuses in the secondary school series. They also produced the basic materials that constitute the courses of study for each level.

AD HOC COMMITTEE

Dr. Ethel Alpenfels, New York University, New York, New York
Dr. George Bach, Carnegie Institute of Technology, Pittsburgh, Pennsylvania
Dr. Marguerite Fisher, Syracuse University, Syracuse, New York
Dr. Dorothy M. Fraser, City University of New York, New York, New York
Dr. Henry Graff, Columbia University, New York, New York
Dr. Edgar P. Graves, Hamilton College, Clinton, New York
Dr. Chauncy Harris, University of Chicago, Chicago, Illinois
Dr. Preston James, Syracuse University, Syracuse, New York
Dr. John Jarolimek, University of California, Los Angeles, California
Dr. Charles Keller, John Hay Whitney Foundation, New York, New York
Dr. Hyman Kublin, Brooklyn College, Brooklyn, New York
Dr. Emil Lengyel, Fairleigh Dickinson University, Rutherford, New Jersey
Dr. J. Fred Rippy, 814 East Forest Hills Blvd., Durham, North Carolina
(University of Chicago - Emeritus)
Dr. Elliott P. Skinner, New York University, New York, New York

PROFESSIONAL COMMITTEE

Charles A. Belden, Principal, Oneonta High School
Agnes Berwind, Director of Instruction and Curriculum, Merrick and Bellmore
Alice Foley, Director of Instruction, Brighton
Richard Gibbons, Chairman, Social Studies Department, Penfield
Leonard Ingraham, Acting Director, History and the Social Sciences, New York City Board of Education
Ronald Ives, Coordinator of Elementary Education, North Tonawanda
Sister Marie Jose, Coordinator of Social Studies, Keveny Academy, Cohoes
Leonard Kenworthy, Professor, Brooklyn College
Kenneth MacCalman, Superintendent of Schools, Nyack
Rose Risikoff, Principal, Public School 132, Manhattan
Margaret Schiavone, Supervisor of Social Studies, Arlington
Benjamin Starr, Principal, Junior High School 45, Bronx
Mary Uhler, Supervisor of Social Studies, Yorktown Heights

FOREWORD

This one semester elective course, Advanced Government, provides an opportunity for 12th grade students to explore the governing process. It is intended as a capstone for the social studies sequence, to give deeper meaning to elements of political theory and government structure which have been incorporated in the social studies courses at earlier levels. In no sense is it intended as a substitute for Topic 5, Government and Politics, in the 11th grade course, or as a way to correct deficiencies in teaching about governmental institutions at other grade levels.

The title Advanced Government is used to indicate the positioning of the course in the total secondary social studies sequence rather than to suggest that this is a college level course. As is spelled out in greater detail in the introduction, this syllabus delineates a course of studies advanced in scope beyond the political emphasis found in the syllabuses of Social Studies 7-8, 9-10, and 11. The understandings in this syllabus were formulated by the writers to build upon those understandings in the previous courses in the social studies sequence.

This bulletin is a preliminary draft. It is being tried out officially in selected schools which will report to the Department concerning its usefulness in the classroom. Any school is, of course, invited, even urged, to try out the syllabus and to send in reactions. The purpose of the selective official tryouts is to insure a valid sampling from different types of schools. Reactions from the schools will be used in revision of the definitive syllabus as well as in preparation of additional material containing teaching suggestions related to government.

The syllabus is a part of a series of publications intended to effect a revolution in social studies education in the secondary school program. It is a part of the redirection just as urgently needed in the social studies, as it was in mathematics, science, and the modern languages.

Like the previously issued bulletins in the sequence, this bulletin attempts to focus upon learning principles long known, but often ignored. We have known that understandings and concepts are built up out of particular concrete details, and are made deeper and stronger through additional experiences that repeatedly involve these same understandings and concepts. We have acknowledged that pupils learn by doing, and that they remember best what they discover for themselves, internalize, and then by conscious thought or intuition apply in new contexts. By neglecting to apply this knowledge, we have let the social studies in general and government in particular, become the least vital, least challenging subjects in the curriculum.

Since the course has been built upon the supposition that students are familiar with the basic theory and structure of government, there is emphasis here upon the use of the techniques of the political scientist. To reach the understandings that the writers have identified as the important "residual learnings," teachers and students are urged to analyze various models or cases, in terms of what can be learned about the particular step of the

governmental process that is under discussion. At no time should the emphasis be placed upon the facts of the model; rather, the use of the case as a learning device to reach the understanding should be considered the important objective.

At the same time, it is the intent of the syllabus writers to maintain flexibility. By choice of different models or by focusing upon a different level of government, it is possible to make the course more meaningful as community situations and pupil needs warrant.

It is impossible to give individual acknowledgement to all who have, directly or indirectly, made a contribution to this bulletin. Credit should go to the formal committees who played a part in the general social studies revision -- the ad hoc committee of scholars who met in Albany in 1962 and pointed new directions; and the professional committee of teachers, supervisors, and department chairmen who met in 1963 and made specific recommendations based upon the ad hoc report.

Advanced Government was developed as a result of suggestions for direction and format made by an advisory committee which met during the school year 1965-1966. Members of this committee included: Barry Beyer, formerly of the University of Rochester; Edward Brooks, Bethlehem Central Schools, Delmar; Mrs. Marie Cady, Syracuse Public Schools; Marvin Feldman, Lafayette High School, Brooklyn; Helen P. Maney, Geneva High School; Sister Stephen Miriam, Archdiocese of Manhattan; Gladys Newell, Bethlehem Central Schools, Delmar; Robert Rienow, State University at Albany; and Langdon Walwrath, Long Beach High School. Serving as consultants to the committee were Marilyn Chelstrom of the Robert A. Taft Institute of Government and Thomas Whalen of the New York State Bar Association.

Writers working during the summer of 1966 prepared the first draft of this course. They included John E. Clarke, Supervisor of Social Studies, Greece Central School District; William B. Hemmer, formerly Chairman of Social Studies, Queensbury High School, Glens Falls, now Program Director, New York State Council for Economic Education; Robert L. Jetter, Social Studies Supervisor, Mahopac High School; and Helen P. Maney, Chairman of Social Studies, Geneva High School. Frank Andreone, Chairman of Social Studies, Guilderland Central School, also contributed to the manuscript during the 1966-67 school year.

Mildred F. McChesney, Chief, Bureau of Social Studies Education, served as adviser throughout the preparation of this publication. Major assistance was given by the Associates in the Bureau of Social Studies Education, John F. Dority, Mrs. Catherine M. Firman, Jacob Hotchkiss, Mrs. Betty Larsen, and Mrs. Helena U. Whitaker. Janet M. Gilbert, Associate in Secondary Curriculum, had general charge of the project and prepared the manuscript for printing.

GORDON E. VAN HOOFT
Chief, Bureau of Secondary Curriculum Development

WILLIAM E. YOUNG
Director, Curriculum Development Center

HOW TO USE THIS SYLLABUS

The first step in using this syllabus is to assemble appropriate materials that will give substance to the content. While certain students may profitably engage in this search for materials on limited topics, they cannot be expected to have a major share in the effort. This is largely the task for the teacher.

Effective teaching requires the use of many types of materials. Basic to any collection is, of course, the printed word, contained chiefly in books, pamphlets, and periodical literature. But, for some purposes, artifacts, or representations through pictures, films, filmstrips, and recordings will be even more valuable than the printed word. As far as possible, the validity of teaching materials and their appropriateness for the students should be expertly determined. The teacher who finds valuable materials that are too technical or otherwise too difficult can sometimes make them usable through suitable adaptations or revisions.

The second major step in preparing to teach this course of study is to plan learning experiences that will guide students:

1. To arrive at the stated understandings

2. To build these understandings into generalizations whose implications are broadened and deepened as they are encountered at successive times in the program

3. To develop those mental images, or concepts, which constitute the vocabulary of the social sciences

A wealth of suggested learning experiences may be found in the existing State Education Department handbook, *Teaching Economics*. Resourceful teachers will use ideas from this handbook and from many other publications and also will devise their own methods.

These first two steps in using each syllabus (assembling materials and planning learning experiences) are appropriate tasks for local and regional curriculum committees. The State Education Department will continue its practice of providing supportive materials, handbooks and resource guides, as the revised program is being tried out, refined, and distributed for statewide use. The third step in using this syllabus is to determine the correct use of the understandings and related content. The understandings stated in each syllabus are not facts to be taught; they are goals to be reached. If pupils merely learn to repeat these statements verbally or in writing, without first laying a foundation by the exploration of related content—reading, observing, inquiring, forming hypotheses, making intuitive surmises, testing the hypotheses, becoming aware of the tentative nature of many "answers"—they will acquire only empty verbalisms, to be parroted and forgotten. Topics should not, therefore, be introduced by giving pupils copies of the understandings.

How should they be introduced? Each teacher must decide the most effective way of introducing particular topics and of motivating pupils to approach them with enthusiasm and purpose. The motivation may be accomplished by representing a problem situation, by reading an exciting passage from related literature, by showing a film, or by telling the class a story or anecdote pertinent to the desired understanding.

As class work proceeds and as pupils use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these intellectual efforts the class will no doubt discover many understandings in addition to those given in this syllabus. If, however, the syllabus committee has lived up to its aim of stating understandings that are essential to a comprehension of the subject or of the discipline involved, and if the related content is actually relevant, the stated understandings should, at some point during the study of the topic, be arrived at by the class. Of course, the exact phrasing by the class may be different from the version in the syllabus.

In the process of reaching those understandings that are pertinent to the topic at hand, students, especially in the senior high school, can be guided in the formulation of related generalizations. They can also be led to find new meanings in the special words and phrases of the social science vocabulary, the mental images or concepts.

EVALUATING THE SYLLABUS

The State Education Department is counting heavily upon frank teacher evaluation of this syllabus. We want to know whether the structure is useful for the course of study for which it was designed. All the syllabuses were prepared and reviewed by highly skilled classroom teachers and specialists. But, in a field as complex as the social studies, errors of fact and errors of judgment are always possible.

We need, of course, to know strengths as well as weaknesses. We will welcome overall reactions as well as the specific information to be entered on the Report Sheets. Schools are asked to duplicate the sample Report Sheet shown at the end of the syllabus. Cooperating teachers are to key each page to a numbered topic in the syllabus and fill in the spaces. As each teacher works to use the content of the syllabus to help pupils arrive at the stated understandings, the teacher should write in these blank spaces the following:

- Any understanding and related content that, in the teacher's opinion, should be added, with a brief statement of reasons for the suggested additions

- Any understanding and related content that, in the teacher's opinion, should be deleted, with a brief statement of reasons for the suggested deletions

. The learning experiences that helped pupils most. Please be specific in telling what the class did and include complete identification of materials used, such as commercial material, with titles and producers or publishers, with addresses; locally-prepared materials with descriptions, and samples enclosed when possible; and resource people identified by special qualification.

We are asking for these three types of reports from the cooperating schools to help us (1) revise each syllabus and (2) prepare new resource materials. This brings us to a special request. If, in teaching any part of the syllabus, it is found that material or activities in our published handbook, *New York State and Local Government* are especially appropriate, please list them under part 3 of the report form, noting the page in the handbook and the number of the paragraph or the activity which was useful.

TENTATIVE

FLOW CHART

OF THE

SOCIAL STUDIES

PROGRAM

Kindergarten

Local Environment Studies

Social Organization

- The family
- The school

Economic Organization

- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization

- Rules and laws to be observed for the good of all

Geography

- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism

- Pledge of Allegiance
- Celebrating holidays and festivals

Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community- mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores and businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
  Needed services (fire, police, roads) provided by local government

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3	Grade 4
Community Studies *Geographic Introduction* - The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude -A relationship exists between latitude and climate - There are low latitudes, middle latitudes, and high latitudes *Desert Communities* - Typical climatic conditions - Economic and social organization - Political organization *Northern Forest or Taiga Communities* - Typical climatic conditions - Location of taiga areas - Economic and social organization *Tropical Rainforest Communities* - Typical climatic conditions - Location of rainforest areas - Economic and social organization *Mountain Communities* - Climatic and geographic factors - Location of mountain areas - Economic and social organization *Prairie Farming Communities* - Climatic and geographic factors - Location of major prairie lands - Economic and social organization *Patriotism* - The Pledge of Allegiance - The Star Spangled Banner & its story - Rights and responsibilities in a democracy - Flag symbolism - care and respect for flag - Celebrating holidays and festivals	American People and Leaders *The People of the United States* - The U. S. was largely peopled by immigrants from other lands - Among others, the following have made large contributions to Americal life: African Negroes - Irish - Germans - Scandanavians,- Italians - Poles - and many others *Discoverers and Explorers* - Christopher Columbus, Henry Hudson, Robert La Salle, and/or others *Colonial and Revolutionary Leaders* - John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others *Leaders in Establishing a Nation* - James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others *Leaders in the Fight for Human Rights* - Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others *Leaders in Industry and Science* - Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others *Leaders in the Arts* - Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others *Patriotism* - The total program of this year is aimed at building partiotism - Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions (Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic, rainfall, climate, and others

Historical Introduction

- A short survey of the major events in the story of the Western Hemisphere

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:
  - Geographic Overview
  - Social Organization
  - Economic Organization
  - Political Organization

Grade 6

Major Culture Regions (Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:
  - *Geographic Overview* - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use
  - *Historical Summary* - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period
  - *Social Organization* - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns
  - *Economic Organization* - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry
  - *Political Organization* - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- -Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- -Indians of the New World
- -The New York Indian: Iroquois as model

New World exploration and settlement
- -Influence of geographic setting
- -European exploration and settlement: leaders and people; motives and cultures
- -Planting the 13 English colonies
- -The American Southwest

The colonial period in the Americas
- -Wide variations in length of the colonial period
- -Physical and economic changes in the environment
- -Colonial cultural patterns: family; religions; languages; social class
- -Evolving political institutions
- -Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- -Modifying the habitat and moving west
- -Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- -Population trends; contributions of various groups
- -Progress of democracy in the new State

New York in the age of homespun
- -Habitat: challenge and response
- -People: roles in homespun rural society, in growing urban areas
- -Culture change: education; literature; religion; humanitarian reform
- -Governmental changes: suffrage and other reforms
- -Post-frontier, pre-industrial society
- -Historic trends to the Civil War

New York in the gilded age (to about 1915)
- -Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- -Business expansion; wealth and poverty; labor strife
- -City growth; waves of immigration; city problems, especially in New York City Victorian homes, customs, values

New York in a megalopolis society
- -"Between the wars", the transition era
- -Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- -Mass production: big business, with decentralized production units
- -Features of a new culture

Local and State government and civic responsibility
- -Structure and functions
- -Local, State and national interrelationships
- -Practical politics; civic rights and duties
- -The changing character of State and local governments

Grade 8

United States History

The new nation (to 1800)
- -Gaining independence; principles of the Declaration
- -Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- -The Federalist era: test of the new nation

The National-Republican period (1800-1825)
- -Acquiring and exploring new territories
- -Changes in the landscape; urban centers in a rural society
- -Presidential policies in domestic and foreign affairs
- -Economic and industrial changes
- -Foreign crises and wars
- -National trends following the War of 1812; tariff; westward migration; Era of Good Feelings

The age of Jackson (1825-1840's)
- -Political and social changes: reforms; writers; progress of democracy
- -Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- -Characteristic features of life in various regions
- -Civil War: leaders and significance
- -Achievements and problems of Reconstruction governments; unsolved problems in North-South relations and in goals for the Negro; origins of twentieth century human rights revolution

Economic expansion (1865-1900)
- -Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- -Political trends: civil service and other reforms; policies toward business
- -Changes in living: small town and rural life; the western frontier; the growing cities
- -New immigrants; labor conditions

United States a world power (1900-1940)
- -Changes of the Progressive Era
- -World War I and the peace movement
- -Boom, depression, and the "New Deal"
- -Foreign policies and moves toward war

United States a world leader (1940-present)
- -World War II, peace and the Cold War
- -United Nation; regional blocs and alliances
- -Conflicts, including those in Korea, Cuba, Viet Nam
- -Domestic programs from "Fair Deal" to "Great Society"

The federal government and civic responsibility
- -Structure and functions of the federal government
- -Government and politics; federal-state relations
- -Political and civic rights and duties of the individual United States citizen

Grade 9

Asian and African Culture Studies
(World Regional Studies)

World cultures today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions; interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

Modern World History
(The Western Heritage)

The cultural heritage of modern Europe
- -Classical heritage: values and contributions from the Greeks and Romans
- -Significance of medieval traditions: the manorial and feudal system; the Church; development of towns; ideas from Moorish and Asian sources

The emergence of modern Europe
- -Economic and social change after 1400: Commercial Revolution; trade; finance capitalism; rise of middle class
- -Rise and growth of nation-states; trend to autocracy
- -Renaissance in science, technology, art and learning
- -Religious changes, with varied responses in various nations

The rise of democratic societies
- -The continuing revolution in thought in the 17th and 18th centuries: impact of the Enlightenment
- -Decline of autocracy and age of democratic revolutions (Glorious, Puritan, American, French)
- -Evolution of democratic principles and constitutions: parliamentary government, for example

Industrialism, nationalism and Europe's self-confident era
- -The Industrial Revolution: origin; spread; acceleration; changes in character; impact on society
- -History of decades of relative stability after the defeat of Napoleon; continued democratic gains; nationalism; evolving ideologies, Marxism and others
- -Fostering of technology, intellectual and artistic achievement in both the older and the newly unified nations

Europe's new age of colonialism
- -Imperial expansion: motivations; factors making it possible; major events in European penetration into Africa and Asia
- -Effects of the new imperialism: on the imperial powers; on colonial peoples; on hopes for international peace and progress

Conflicting ideologies and 20th century conflict
- -Russian revolutions and the Soviet state
- -Fascist dictatorships and post-war democracies
- -Europe and the Cold War: polarization into two camps; moves toward European unity
- -Shrinking of empires; degree of continuing cultural influence
- -Europe in shifting power blocs and in the United Nations

Europe in the mid-twentieth century world
- -Changes in ways of living and thinking
- -Achievements in science, literature, the arts
- -Trend to economic and social planning; commitment to economic growth

Grade 11

American History
(American Studies)

The American people

- -Immigration: progress from segregation to assimilation; immigration restrictions; immigration today
- -Population patterns and historic trends; social class structure and social mobility
- -Contributions of many groups to our culture

Government and politics

- -Theoretical and structural framework under the Constitution
- -The Presidency and the executive branch: focus of domestic, world, and moral leadership; outstanding Presidents from George Washington to our day
- -The legislative branch: legislative and special functions; the lobby; examples of extraordinary leadership of individual Congressmen and Senators throughout our history
- -The judicial branch: historic backgrounds of judicial review; leading judges from Marshall to the present day; regional and local courts
- -Practical politics and the party system: historical development and present status

American economic life

- -Historic change from an agrarian-commercial society to an industrial-commercial society
- -Developments in business, labor, agriculture
- -Evolution of governmental role in the economic system: from virtual laissez faire to regulation and participation; the continuing debate over the proper role of government
- -How the American economic system functions; historic changes; economic barometers; the technological revolution; cybernetics
- -Comparison with other economic systems in the world today

The United States in world affairs

- -Historical relationship between commitment and power; isolation, involvement, leadership in peace and in war
- -The United States and modern blocs; role in the United Nations
- -Problems of foreign policy today: the dilemmas of modern ideological clashes

American civilization in historic perspective

- -Education: support; character; impact on national life
- -Science and technology: achievements and implications for man's future
- -The creative arts: historic trends; present signs of a maturing civilization
- -The mass media: changing roles, impact, and responsibilities
- -Ideological battles in critical period of American history: influence of "labels"; the free society and "fringe" groups; challenge of communism
- -Social control: practices evolved from frontier times; special current problems of juvenile crime and organized "big" crime; moral dilemmas
- -Civil rights: background; progress and prospects

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.

INTRODUCTION

This course, Advanced Government, along with its companion course, Advanced Economics, provides the climax of a 12-year sequence in social studies. The focus is on "decision making" as the real core of the governmental process in the western tradition. The role of the individual participating in the political life of the nation is emphasized.

The participation of the citizen, to be effective, must be based on an understanding of the fundamental structure and organization of government taught in 7th, 8th, and 11th grade social studies. Thus the foundations for this course are laid in the preceding years, since the basic machinery of democratic government as it exists today in the United States has been examined at considerable length from its earliest beginnings, through the classical age, through the crucible of medieval and renaissance Christianity, and through its revolutionary struggles with the monarchs of England and France. The student by the 12th year is thoroughly acquainted with the evolution of local and colonial government during the period of our tutelage by England. The crumbling of the British colonial rule in America under the pressure of the ringing words of the Declaration of Independence is familiar to the student as is the disunity which followed during the "critical period." The long evolution of government under State and Federal Constitutions is well delineated in both junior high and 11th grade social studies. In the 11th year, Topic 5, "Government and Politics," also gives the student an acquaintance with the changing interpretations of the Constitution as well as the changing roles of the Presidency, the Congress, and the courts. The historical development of the political party and the establishment of the two party system are also important aspects of this topic.

SCOPE

The goal of this course is to prepare students for full citizenship responsibilities by giving them a realistic understanding of the processes of governing in present day United States. To accomplish this end the curriculum is divided into six topics beginning with an introduction which includes an examination of the purposes of government and of democracy, and an explanation of the "decision making process." Subsequent topics unfold the step-by-step process itself: identifying the issue, discussing the issue, making the decision, carrying out the decision, and re-evaluating and analyzing the decision.

The students who will soon be voting often seek to formulate their own concepts of the political roles the adult individual is expected to play. They have undoubtedly observed that knowledge of structure does not completely explain the workings of the political system. Realization that many important things go on behind the facade of the structure of government sometimes leads the student to a degree of cynicism concerning what he is taught in social studies. He realizes that he hasn't been told the whole story about what makes politics work; he observes that the vote on the floor of

Congress or even the formal vote in the committee of Congress does not represent the dramatic moment of decision, but rather it is the anticlimatic culmination of a series of struggles which have been raging for months or years and of bargains among powerful factions.

In this course the student should be alerted to the real "facts of life" concerning politics. The oil of politics which lubricates the sometime-creaking machinery of government should be demonstrated, for only by viewing realistically the actual workings of government will the student be able to see his own role as citizen realistically. If the minor processes of decision making are not presented in a pragmatic manner as a necessary part of the democratic process, the student may develop a jaded and cynical attitude toward democracy as a whole when he realizes that the formal structure does not by itself explain the mechanism for real decision making.

FORMAT

Like the other syllabuses in the current secondary social studies sequence, this bulletin was designed in format to provide, not outlines of content to be "covered," but points of view and major ideas as guides for developing teaching plans. A general overview presents a rationale for the course. This is followed by the main body of the syllabus: understandings and related content. For each topic, additional optional studies are suggested. These studies, inherent in the topic, are designed as case studies or models, whose illuminating details should add interest and promote real understanding.

The format of the main body of the syllabus was adopted in order to encourage teachers to devise and use those teaching methods by which pupils are motivated to work with study materials in such ways that the pupils themselves come to the discovery of the desired understandings.

The understandings have been carefully selected and worded with these criteria in mind:

- Each understanding should be important in itself and should have specific reference to the topic.

- Each understanding should contribute to a broader generalization that has application at many points in the social studies sequence.

- Each understanding should include words, or phrases, that bring to mind mental images or concepts. (These images, or concepts, which constitute the specialized vocabulary of the social sciences, will acquire broader and deeper meanings as pupils meet them at successive grade levels in increasingly sophisticated contexts.)

To illustrate the application of these criteria, we may use an understanding from the Advanced Government syllabus:

"Although effectiveness varies among various segments of our society, social pressure usually operates to induce conformity in accepting majority decisions."

This, in the judgment of the syllabus committee, is an important understanding. It has specific references to a given topic, "Carrying Out the Decision." It contributes to broader generalizations, such as the statement, "In most societies, forces tend to operate to favor a voluntary acceptance of the decision made by the individual or body charged with that responsibility." The broader generalization has had applications in cultures and periods of history other than our own and applies to situations at local, state, and national levels today. "Conformity" and "social pressure" are both mental images or concepts which are vital to the meaning of the statement. By the end of the 11th year, pupils will probably have met these terms in other contexts. The study here should give new depth and dimension to the concepts, or mental images, which the terms represent.

The decision making process is the substance that makes the democratic process exciting and vital. The structure by itself can be dull and lifeless because it does not explain anything. In this course the teacher should take every opportunity to dramatize the content with representative situations close to the experiences of his pupils. The outline should be fleshed out and understood in terms of events and models such as those suggested in this course. Thus the model is the vehicle to be employed in reaching the understandings presented. The teacher should choose the models to be used carefully, considering his own acquaintance with the material, the extent of resources available for student use in the school, and his estimate of the interest of the students in the alternative cases. The teacher should also feel free to use a model of his own choosing in place of any of those suggested, if he feels the above considerations so dictate. Using the techniques of the political scientist, the class and the teacher should consider the facts of the case as material for analysis in reaching the understanding, rather than regarding mastery of detail as the desired end product of the classroom activity.

There is a great need to draw heavily on community resources as one of the most vital and meaningful types of material for the student. Local political leaders may be invited to face a class well prepared with intelligent questions. Unlimited opportunities for innovation lie in the utilization of community resources. However, the role of decision making should be illustrated with cases from all levels of government - local, state, national, and international. The analytical and inductive approach should be used in studying the cases. The use by the teacher of the Department publications - *New York State and Local Government*, *Vistas on the 1967 Constitutional Convention of New York State*, and *The Citizen and Politics*, as well as current periodicals and the daily newspaper, are recommended.

Teachers educated both in political science as a discipline and in the facts of practical politics are those best qualified to use this course of study effectively. The Department hopes such teachers will provide a wealth of constructive criticisms and suggestions which will be useful for the final revision of this course.

TOPIC I
THE NATURE OF GOVERNMENT

To look at government as a process rather than as a structure requires some redefinition of terms. Events previously viewed only in an historic sense now become the substance for analysis, to give illustration to the various action stages of government.

An understanding of government in action requires an examination of the very substance of government: the source of power, the delegation of authority, the exercise of coercion to make evident the possession of power. The student has an opportunity to examine the theoretical models designed by various political philosophers, in order to give him a base upon which he can make judgments about the exercise of power. Contrasting examples in the delegation of authority, the democratic and the totalitarian, are then delineated. Finally, the stage is set for analysis of the government process in the American arena, local, state, and national, by a detailed description of the decision making process, which is the heart of government.

THE EXERCISE OF POWER BY A GOVERNMENT IS DETERMINED BY THE DEGREE TO WHICH INDIVIDUALS RELINQUISH POWERS TO THE CENTRAL AUTHORITY.

*Models:

- Oligarchy, as in 5th century B.C. Sparta or Colonial Massachusetts under the Charter of 1629
- Dictatorship, as in Fascist Italy or Nazi Germany
- Democracy, as in 20th century Great Britain or in New York State

Points to examine with respect to the models:

- Person or persons to whom authority is given
- Degree to which personal rights have been relinquished
- Amount of security and protection of rights offered the individual
- Distinction between the state and the government

THROUGHOUT HISTORY, THE STATE HAS VARIOUSLY JUSTIFIED THE USE OF COERCION TO CARRY OUT ITS FUNCTIONS.

Models:

- Caesar in Gaul, or United States in post-World-War-II Japan
- Louis XIV in France
- United States under the Federal Constitution

Points to examine with respect to the models:

- Applicability of such philosophies as Might makes Right; Divine Will; Consent of the Governed
- Degree to which coercion is needed by the central authority

*As noted on page 3, the teacher may choose one or more of the models suggested, or may substitute another case more appropriate for his class.

THE DEFINITION OF AND LIMITS TO A CITIZEN'S OBLIGATIONS TO THE STATE IN RETURN FOR PROTECTION ARE CONSTANTLY SUBJECT TO CONTROVERSY.

Models:

- Flag Salute Cases
- Smith Act Cases
- A case in a local criminal court

Points to examine with respect to the models:

- Obedience to the law-changing nature of this obligation
- Selfless service in time of need
- Expression of loyalty

THE WRITINGS OF POLITICAL PHILOSOPHERS OFFER MANY ALTERNATIVES RELATIVE TO THE IDEAL NATURE OF GOVERNMENT.

Models:

- Plato, *The Laws, The Republic*
- Aristotle, *Politics*
- St. Augustine, *The City of God*
- Jean Jacques Rousseau, *The Social Contract*
- John Locke, *Two Treatises on Civil Government*
- Niccolo Machiavelli, *The Prince*
- Thomas Hobbes, *Leviathan*
- Thomas Jefferson, The *Declaration of Independence*

Points to examine with respect to the models:

- Answers offered to such basic questions as who should rule, how should society be organized
- Sources of legitimacy of power
- Limitations on exercise of power
- Extent to which present day governments have been influenced by any of these writers

AN ESSENTIAL DIFFERENCE BETWEEN A DEMOCRATIC AND A TOTALITARIAN GOVERNMENT IS SEEN IN THE ROLE OF THE INDIVIDUAL.

Models:

- New York Colony under Edmund Andros compared with New York under New York State Constitution, mid-20th century
- Soviet Union under Stalin compared with mid-20th century United States

Points to examine with respect to the models:

- Role of majority
- Role of minorities
- Legal provision for protection of minorities or those out of power
- Public attitude toward minorities
- Definition by law or practice of individual rights and freedoms
- Right of revolution
- Rule of law as a check on arbitrary government
- Significance of majority; of minorities

IN A DEMOCRACY, THE AMOUNT OF POWER TO BE EXERCISED BY A GOVERNMENTAL INSTITUTION IS CONSTANTLY SUBJECT TO QUESTION.

Models:

- The question of separation of church and state as seen in Everson *vs.* Board of Education of Ewing Township; McCollum *vs.* Board of Education; Engel *vs.* Vitale; Arlington School District *vs.* Schempp

Points to examine with respect to the models:

- Rights of individual in dispute
- Governmental authority questioned

THE FORMAL STRUCTURE OF GOVERNMENT MERELY CREATES THE FRAMEWORK WITHIN WHICH THE DECISION MAKING PROCESSES OPERATE.

Models:

- Local government under charter
- New York State government under the State Constitution
- Federal government under the United States Constitution

Points to examine with respect to the models:

- Legal delegation of power for decision making within the government
- The people's role—elections; other opportunities
- Provision for participation of nongovernmental groups; political parties; pressure groups
- Role of the mass media in decision making

REACHING REASONABLE DECISIONS WITHIN THE UNITED STATES GOVERNMENT OFTEN REQUIRES A NUMBER OF SUCCESSIVE PROCESSES.

Models:

- The railroad cases in the post Civil War era
- Civil Rights legislation, 1865-1966
- Civil Service legislation——Pendleton Act of 1883; Ramspeck Act of 1940; Hatch Acts of 1939-40

Points to examine with respect to the models:

- The identification step—how is the issue brought to public attention
- The informational stage—publication agents; factors which distort information
- The discussion stage—verification of information; proposals of alternative solutions
- The decision making stage—forces and factors influencing the decision; the execution of the decision
- The process of reevaluation—timing and sequence of the campaign to bring change after the decision has been executed

POLITICAL DYNAMICS ARE NOT CONFINED TO OFFICIAL GROUPS.

Models:

- The social club
- The family
- Formal and informal groupings of employees—unions, college faculty associations

Points to examine with respect to the models:

- Degree of power within the organization to enforce decisions
- Differences in decision making process, between that carried on in government and that done in private organizations

OPTIONAL STUDIES

Suggested optional studies: An analysis of the political implications of *Gulliver's Travels* by Jonathan Swift; draft card burnings of the 1960's; the political philosophy of Henry Thoreau; comparison of Chinese communes of 1950 with town government in New York State.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic I and tested for validity in other contexts:

- Governments which concentrate power in the hands of the few tend to be undemocratic.
- In order for a government to continue to be effective, it must be flexible and must continually attempt to be in tune with the desires of its citizens.
- In the area of government and social control, power is both a goal and an instrument for achieving goals.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic I:

Government	Power
Institution	State
Loyalty	Sovereignty

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic I.

TOPIC II
IDENTIFYING THE ISSUE

A first step in the governmental process involves the decisions which must be made in identifying an issue. The process of identification includes much more than a sensitivity to a situation demanding action. Implicit in bringing the issue into the realm of public discussion are: the questions of appeal to the emotions; feasibility of the action itself; and timing, in terms of other issues competing for public interest. Whether to raise a particular issue to the level of public consideration depends upon projected outcomes of publicity for the issue at that moment. Frequently it is politically expedient to avoid possibility of conflict, or at least to delay it until other conditions pertain.

It is important to note that the average individual acting as a single entity is ineffectual at the identification stage. He must act as part of an organized group: political party, interest or pressure group; or he must turn to the figures in the power structure in order to obtain consideration of his issue. This need not be considered a negative aspect of the governmental process but rather an indication of the increasing importance in the twentieth century American culture of seeking affiliation with others in order to achieve desired goals. American citizens at all levels of the government must be alert to the possibility of government by default, if the individual chooses not to join with others in an issue identification. The misuse of power by special interest groups or members of the power structure is the inevitable result of lack of participation in groups to counterbalance this influence.

The complex and varying issue identification process does not lend itself to simple exposition. Case studies leading to the understandings abound at local, state, and national levels, both in political party structure and in lay groups.

AN IMPORTANT REASON FOR THE EXISTENCE OF THE PRESSURE GROUP IS THE IDENTIFICATION OF ISSUES.

Models:

- Advocacy of permanent personal registration in New York State by the League of Women Voters
- Influence of a civil rights group upon a national party platform
- Influence of those desiring to preserve natural areas of beauty and wildlife

Points to examine with respect to the models:

- Characteristics of the pressure group
- Steps used by the pressure group in identifying the issue—research, compilation of data, presentation of ideas for consideration by the public, publicity devices
- Effectiveness in arousing public interest—effects of the pluralistic society (the "countervailing theory")
- Dangers of negative aspects brought by operations of the pressure group

A POLITICAL PARTY IS PARTICULARLY SUITED TO THE IDENTIFICATION OF ISSUES.

Models:

- Identification of issues by the Republican Party in the 1850's
- Identification of issues by the Populist Party in the 1890's
- Identification of issues by a major party in a recent national election

Points to examine with respect to the models:

- The party's reasons for support of common ideas, including the issue
- Party procedures geared to the identification of issues—selection of candidate identified with issue, voter appeal and the platform, campaign uses of dramatic issue

THE ROLE OF MASS COMMUNICATIONS IN CREATING OR IDENTIFYING ISSUES IS FREQUENTLY THE SUBJECT OF PUBLIC CONTROVERSY.

Models:

- The yellow press and the Spanish American War
- The pro-British nature of the American press during World War II
- The question of whether managed news represents government censorship

Points to examine with respect to the models:

- Ways in which the press is involved in creating or identifying issues
- Effects of advertising, other business pressures
- Significance of the fact that a "national press" does not exist
- Effect of consolidations and formation of huge newspaper chains upon concept of a free press

REGARDLESS OF THE EXTENT OF HIS PARTICIPATION IN THE GENERATION OF AN ISSUE, A PUBLIC FIGURE IS OFTEN CREDITED WITH IDENTIFYING THAT CAUSE TO THE PUBLIC.

Models:

- Political careers of Barry Goldwater; Robert Kennedy; Richard Nixon

Points to examine with respect to the models:

- Identification of individual with an issue as a result of speech and writings; political affiliations and activity; other personal activity
- Role of the individual citizen in identifying an issue—importance of group participation

LEADERSHIP PLAYS AN IMPORTANT ROLE IN INITIATING AN ISSUE.

Models:

- Andrew Jackson in the election campaign of 1828

- John Kennedy in the election campaign of 1960
- A third party candidate in a significant election

Points to examine with respect to the models:

- Effectiveness of leader, as determined by —
  - goals of political organization he represents
  - leader's personal goals
  - sources of and ease of access to financial backing
  - relationship of leader to pressure groups
  - access to means of communication
- Balance between genuine vigorous, democratic leadership and "Fuhrerprinzip" or "Cult of Personality"

THE NATURE OF THE POWER STRUCTURE AT EACH LEVEL HELPS DETERMINE ITS ROLE IN THE IDENTIFICATION OF ISSUES.

Models:

- A local or state campaign, such as a charter revision, the adoption of a sales tax
- Revision of the New York State Constitution

Points to examine with respect to the models:

- Description of the power structure at that level
- Aspects of the power structure when lend weight to suggestions of issues—social, economic, political prominence, ethnic affiliations

OPTIONAL STUDIES

Suggested optional studies: Work of the National Education Association and the American Federation of Teachers; Black power issue of the 1960's; Joseph McCarthy and the Republican Party; International Workers of the World

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic II and later tested for validity in other contexts:

- The right to speak freely and to promote diversity of ideas is one of the chief distinctions between democratic and totalitarian institutions.
- In organizing a new political party, creation or identification of new issues can be essential.
- Few private citizens can create or identify new issues.

CONCEPTS

A few sample contexts that might be introduced or deepened in Topic II

Mass Media	Power Structure
Pluralistic Society	Pressure Group
Political Party	Identification of Issues

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic II.

TOPIC III
DISCUSSION OF THE ISSUE

There are two phases necessary in the discussion process that precedes a decision on a political issue. The first concerns a pronouncement by political parties, or pressure groups, that the issue is worth bringing before the public. The second includes many efforts exerted to win public support or disavowal of the issue, the choice being dependent upon the stand adopted by the particular group.

In the first phase, the policy makers of the political party are faced with a preliminary decision making task: to assess the effectiveness of the proposed stand on the issue. For some pressure groups, the task is similar, involving also a judgment of whether that position is, in effect, consonant with the general purposes and principles for which this group came into being. In other cases, the decision on the part of some individuals to bring the issue to the public may result in the formation of a group to publicize a supporting or opposing stand.

The second phase describes the actual process of publicizing a particular stand on the issue. Factors affecting the techniques to be employed include (a) the degree to which the public may participate in decision making, (b) the level of government in which the issue is at stake, and (c) the type of decision to be made.

It is at this point particularly that the average citizen must be informed. He must be alert to the subtle influences intended to affect his thinking and the sources of counter-information to which he may turn. If the decision is to be made by his representative in government, the citizen must know the ways of influencing the decision maker, and he must also be aware of his responsibility to inform him of his stand. The more realistic the examination of this step in the decision making process, the better the citizen can function in a democratic system.

ALTHOUGH PARTY PRONOUNCEMENT UPON A SPECIFIC ISSUE REPRESENTS CONSENSUS OF THE POWER STRUCTURE WITHIN THE PARTY, LOCAL VARIATIONS IN POSITION AND DEGREES OF DISUNITY MAY BE APPARENT.

Models:

- National party *vs.* local party position on a federal aided welfare program
- National party *vs.* local or state party position on a civil rights proposal such as open housing, desegregation of schools
- National party *vs.* local party position on agricultural price supports

Points to examine with respect to the models:

- Deliberations of national committee of major political party
- Functions of state committees
- Role of precinct or ward workers in assessing members' interest or opinions
- Party discussion at local committee level as a step in process of determining party stand on issue

- Role in party power structure of "boss" and local titular party leader
- Role of local candidates in determining party stand on issue

PRESSURE GROUP PRONOUNCEMENT OF THE STAND TAKEN ON AN ISSUE DEPENDS IN LARGE PART ON THE REASON FOR THE GROUP'S EXISTENCE.

Pronouncements of pressure groups reflect the very reasons for the group's existence. Some pressure groups represent special interests and therefore are committed to a consistent stand on certain issues.

Models:

- American Medical Association
- A.F.L. - C.I.O.—(American Federation of Labor - Committee for Industrial Organization)
- National Rifle Association

Points to examine with respect to the models:

- Relevance of an issue to the major goals of the group
- Commitment of leaders in the group to a stand on the issue
- Evidence from group's research division of advisability of support

Other supporting or opposing pressure groups are formed as discussion of an issue makes existence of such a group desirable. Points to consider in discussing such groups include:

- Leadership of the group—identity with a specific side on the issue
- Method of attracting personnel and finances to support the issue
- Length of life of the group: terminal with the issue, or continuing

DURING AN ELECTION YEAR, THE POLITICAL PARTY TENDS TO EXPLOIT ISSUES WHICH HELP INSURE SUCCESS AT THE POLLS.

Models:

- A national issue supported by the political party in power—1915, "He kept us out of war"
- An issue publicized by the party challenging the administration—1940, The Third Term issue

Points to examine with respect to the model:

- Role of various party leaders in platform formation
- Use of research and market analysis techniques
- Indications of the extent to which the issue is generalized in order to minimize factional differences

PUBLIC DISCUSSION OF AN ISSUE MAY BE DISTORTED BY ACTIVITIES OF BOTH PUBLIC AND PRIVATE AGENCIES.

Evidence of overemphasis or distortion may be found in:

- Presentations of lobbyists
- "Managed news" policies
- Use of Congressional hearings as "sounding boards"

MASS COMMUNICATIONS MEDIA ARE RESPONSIBLE TO THE PUBLIC FOR PRESENTATION OF THE ISSUES.

Models:

- The work of Edward R. Murrow and Fred Friendly during the McCarthy Era
- Escalation of the Vietnam War
- Right wing influences in a particular state or locale

Points to examine with respect to the models:

- Equality of access to television and radio time
- Local editing of nationwide press releases
- The "one-party press"; the one-newspaper-locality
- Influence of advertisers
- Mass media's responsibility to the public

OPTIONAL STUDIES

Suggested optional studies: Divorce law revision in New York State; Tideland oil controversy; Discussion on restrictions on sale of weapons following assassination of John F. Kennedy; John Birch Society.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic III and later tested for validity in other contexts:

- In their attempt to win, political parties emphasize emotional issues.
- As the time for the decision approaches, a consensus of opinion forms.
- In reaching decisions, many individuals are most strongly. influenced by personal considerations.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic III:

Consensus	Interaction
Credibility gap	Managed news
Comparative advantage	Morality and choice

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic III.

TOPIC IV
MAKING THE DECISION

An important factor in analyzing decision making in a democracy is that directed upon identification of the decision maker. It is important for students to analyze the differences in the local, state, and national government assignment of the decision making roles to individuals or to groups. The types of decisions made at each level, and by the various branches of government should be kept in mind. These details are important to the voter, in assessing the type of person to fill the role, and in checking on the effectiveness of the man in office.

It is an oversimplification, however, to assume a balanced access to the "facts of the case" by the decision maker as he participates in the process. Whether by predilection on the part of that official or by skillful manipulation by the influence peddlers, many forces are at work to influence the decision in a particular direction. The citizen must be alert to the existence of these factors, the circumstances which encourage their operation, the extent to which they reflect the popular will, the conditions under which they distort the public's wishes. Decision making, then, must be seen as it takes place. The "one-man - one vote" thesis is basic to our democracy, but in practice as the influence of an individual or a group operates under the decision maker, the wishes of one man often count more than the desires of the many.

Finally, the process of group decision making must be understood. A member of a legislative body is subject to all the pressures operating upon the individual decision maker. He is, however, part of a more intricate decision making process also: the process of accommodation. The citizen must understand that his elected representative functions differently in decision making than does the executive or the judge. The legislator needs certain freedoms to operate, certain protections to insure his movement toward a decision which will reflect, if not the expressed will of the majority, at least the solution most acceptable, in his reasoned judgment, of all the alternatives offered.

THE TYPE OF DECISION TO BE MADE DIFFERS ACCORDING TO THE LEVEL OF GOVERNMENT AT WHICH IT IS MADE.

Both structure of government and political custom allocate certain types of decisions to certain levels of government in United States.

Models:

- Protection of civil rights—Wesberry *vs.* Sanders (concerning reapportionment;) Mendoza-Martinez case 1963 (concerning retention of citizenship)
- Protection of property—Munn *vs.* Illinois compared with The Wabash Case of 1886
- Provision of services—a local case involving municipal *vs.* countywide sewage disposal
- Protection of life and health—air and water pollution programs (national, regional, state, and local)

Points to examine with respect to the models:

- Legal interpretation of delegation of authority
- Public demands, leading to delegation of authority to a specific government
- Practical considerations—local government familiarity with problem versus existence of national policy on the issue

PARTICULARLY AT THE STATE AND NATIONAL LEVELS, THE ADMINISTRATION TAKES THE INITIATIVE IN THE DECISION MAKING PROCESS.

The chief executive not only functions as a decision maker in such actions as signing or vetoing legislation, or in issuing executive orders; but in his political and governmental capacity, he serves as a policymaker indicating directions to legislative, and at times, to judicial branches.

Models:

- Woodrow Wilson and the League of Nations
- Franklin Roosevelt's Military Preparedness Program, 1939-41
- Governor Rockefeller's programs for health, education and construction, 1958-1966

Points to examine with respect to the models:

- Differences between decision-making and policy-making
- Sources of information upon which the executive's decision is based—administrative, political, public
- Means by which the executive influences the adoption of his policy—public contacts, legislative contacts, political contacts, use of constitutional powers such as calling special legislative sessions
- Checks upon the executive power—constitutionally defined, public viewpoint, personal liabilities, political involvement

THE POWER OF THE LOCAL EXECUTIVE IN DECISION MAKING DEPENDS UPON LOCAL GOVERNMENT STRUCTURE AND UPON LOCAL POLITICAL CUSTOM.

Extent of executive power with regard to deciding a local issue can be examined with reference to:

- Legal restrictions upon local action
- Political strength of local executive, versus local party obstructions--presence of party boss, dissension within party
- Use of patronage to consolidate executive's leadership role
- Effect of the power structure in the community

IN UNITED STATES THE PROCESS OF TRANSLATING DECISIONS INTO LAW IS ESSENTIALLY A GROUP PROCESS AT ALL LEVELS.

Law is an overt expression that a decision has been made. In the United States, at all three levels this legislative responsibility is almost universally assigned to an elected body, rather than to one individual.

Models:

- Passage of a presidential budget
- Process of reforming New York State's divorce laws

Points to examine with respect to the models:

- Degree to which custom dictates the law-making process
- Role of committees—analysis of contributions; of obstruction tactics
- Floor debate as opportunity for bringing compromise; as pressure tactics
- Tactics affecting legislative decision, such as pork barrel; log rolling; senatorial courtesy
- Degree to which public can influence final verdict of the legislature

MANY CONSTITUTIONAL AND EXTRA-CONSTITUTIONAL FACTORS INCREASE THE FREEDOM OF ACTION OF THE NATIONAL LEGISLATOR.

Congressional activities can be examined with reference to:

- Effect of separation of powers, including situation in which executive exerts great personal influence
- Congressional immunity
- Length of terms of legislators
- Circumstances under which Supreme Court may review legislation
- Comparison of degree of freedom of action of national legislator with that of state or local counterpart

THE ACCOMMODATION OR COMPROMISE PROCESS IS THE MEANS BY WHICH CONFLICTING DESIRES ARE HARMONIZED TO MAKE DECISIONS CONCERNING PUBLIC POLICY.

What is called the "will of the majority" is often, in effect, the end result of many compromises among the conflicting proposals of several special interest groups.

Models:

- Passage of foreign aid legislation
- Passage of a local or state budget
- Passage of a conservation law

Points to examine with respect to the model:

- The caucus
- Effect of sectional or factional interests on way legislation is written
- Degree to which administration, legislative leaders will accept modifications to ensure passage
- Work of the joint conference committees in compromising differences between bills submitted to each house
- Employment of techniques, such as Presidential use of senatorial courtesy in appointments, to ensure neutrality, if not support of legislation
- Degree to which bills are tailored to avoid executive veto or eventual court reversal

Compromise, or accommodation, can also be seen in political party activities:

- Building of a party platform
- Selection of party candidates—the "dark horse" as a compromise when too many "favorite sons" are put forth, or when agreement of the "leading candidates" cannot be obtained
- "Open Convention," as opposed to preferential primary

ALTHOUGH PRESSURE GROUPS SERVE AS AN EXTENSION OF THE RIGHT OF PETITION, THEIR TECHNIQUES HAVE FREQUENTLY BEEN QUESTIONED.

Models:

- Activities of AFL-CIO *vs.* N.A.M. on repeal of Taft-Hartley Act
- Work of local and national teachers' organizations
- A local pressure group's activities concerning local budget

Points to examine with respect to the models:

- Role as spokesman for unrepresented minorities
- Lobbying techniques—permissible; questionable
- Effect of pressure group upon party unity within legislative body
- Sources of strength of pressure group

Some control of lobbying activities has come as a result of public demand.

Points to examine with reference to control of lobbies:

- Effect of public alertness, political participation
- State, national legislation, such as Congressional Reorganization Act of 1946

THE INDIVIDUAL CITIZEN CAN INFLUENCE THE DECISION MAKING PROCESS.

Points to be examined for evidence, and discussed with respect to individual influence upon decision making:

- Effectiveness of individual letters to legislators
- Ethics and effectiveness of contributions of time and money, (1) to elect candidates supporting an issue; (2) to finance campaigns pledging a favorable decision on an issue
- Responsibilities incurred and consequences resulting from signing petitions (nominating or persuasive petitions)
- Voting in primary and general elections as part of influencing of decisions on issues
- Effectiveness of the referendum

THERE IS INCREASING CONCERN ABOUT THE DISINVOLVEMENT OF THE AVERAGE CITIZEN IN THE DECISION MAKING PROCESS.

Models:

- Participation in state or national elections: Presidential year; "off-year"
- Criticism by viewing public of television coverage of national conventions

Points to examine with respect to the models:

- Reasons for lack of voter participation—archaic legal restrictions, complicated voting procedures, fear of error in use of voting machines
- Conditions creating apathy, including the problems of "big government"; failure of candidates to present selves in role of issue-deciders; lack of communication between private citizens and their representatives
- Proposals for increasing public involvement
- Degree of effectiveness of pressure groups in stimulating interest, involvement
- The voting record in United States compared to that in other countries

Note: There has been some indication of greater citizen involvement in the elections of 1964 and 1966. Analysis of these elections might indicate whether there is a trend in this direction, or whether specific factors brought this result.

DECISIONS ARE MADE FROM SEVERAL SOCIALLY DEFINED ALTERNATIVES.

Models:

- Neutrality in World War I and II
- Tariff policy
- Agricultural price supports
- Foreign aid
- Space expenditures

Points to examine with respect to the models:

- Distinction between decision making and making choices
- The degree to which the general public is informed and interested in most issues
- The degree of influence exerted on the decision makers by the articulate minority

OPTIONAL STUDIES

Suggested optional studies: President Truman's action in relieving General Douglas MacArthur of his command; John F. Kennedy and the Bay of Pigs Incident, 1962; Systems to increase voting percentage in a democracy.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic IV and later tested for validity in other contexts:

- The more significant the decision on the executive level, the more responsible is the executive for the final decision.
- Few individual citizens communicate their opinions and attitudes to the decision makers.
- Political decisions tend to be accommodations to some degree.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic IV:

Decision maker	Group process
Disinvolvement	Party discipline
Extra constitutional	Process of Accommodation

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic IV.

TOPIC V
CARRYING OUT THE DECISION

Certain forces operate in the United States to favor a voluntary acceptance of the decision made by the individual or body charged with that responsibility. Social conformity, despite evidence of weaker family authority, is very evident in reactions of individuals to peers and "in groups." The American ideals of respect for the law and obedience to the will of the majority are still evident in much of the teaching in school and in church. Indeed, democracy is sometimes misinterpreted in terms of acceptance of majority will, rather than degree of participation of each individual, either directly or through his representative, in the decision-making process.

There are various devices that can speed the acceptance of the decision. To this end, governments may give incentives to those complying on the one hand, or levy penalties on the other. Government enforcement can take the path of promoting compromise by stressing the more popular features and delaying the clauses likely to antagonize. On the other hand, a greater degree of compliance, albeit unwilling, is sometimes brought about by the imposition of legal sanctions against the nonconforming.

In this topic it is also important to examine the ways opposition is expressed. Legal recourse, formation of new pressure groups, change in party allegiance or cooperation all give evidence to the intensity of minority sentiment. These are important facets of the democratic process, because within them lie the seeds that lead to eventual change in the decision: the re-generation of the entire decision making process.

ALTHOUGH EFFECTIVENESS VARIES AMONG VARIOUS SEGMENTS OF OUR SOCIETY, SOCIAL PRESSURE USUALLY OPERATES TO INDUCE CONFORMITY IN ACCEPTING MAJORITY DECISIONS.

Models:

- The family in various settings—inner city, suburbs, isolated rural area
- An ethnic group
- An occupational group or professional association

Points to examine with respect to the models:

- Degree to which pressures of the group are directed toward obedience to the law
- Degree of effectiveness of group pressure
- Methods used by the group to bring about conformity
- Public pressures upon the group which in turn bring group pressures upon the member

VOLUNTARY ACCEPTANCE OF A DECISION REPRESENTS THE IDEAL MEANS OF COMPLIANCE FOR THE ORDERLY DEVELOPMENT OF SOCIETY.

Models:

- The Military Service Act

- The fair employment practices legislation
- The federal income tax

Points to examine with respect to the models:

- Society's reasons for compliance—individual gain, recognition of need for survival of society, altruism
- Effect of widespread acceptance upon stability of government
- Built-in reinforcements of acceptance—government incentives such as grants-in-aid, government contracts, tax abatement, subsidies
- Opportunity for greater local control, if an attitude of acceptance of outside authority is displayed

THE BASIC PHILOSOPHY AND IDEOLOGY OF THE EXECUTIVE AND JUDICIAL BRANCHES OF THE GOVERNMENT AFFECT THE WAY THE DECISION IS INTERPRETED AND APPLIED.

The administrative unit applying the law may shape the way the decision is interpreted in practice.

Models:

- The Federal Income Tax
- The 1954 Supreme Court decision on segregation
- Medicare

Points to examine with respect to the models:

- The degree of authority delegated to the administrative unit to make modifications
- The amount of force backing up the administrative unit's requirements
- The creation of bureaus and offices to implement the decision
- The degree to which the executive continues to support the administrative body through such indications as budget allocation

The judicial branch may play a major role in interpreting the application of the decision, even to the point of forcing a reevaluation of the decision.

Models:

- The Dred Scott Decision
- Granger laws and the courts
- New Deal legislation and the courts

THE DEGREE OF ENFORCEMENT OFTEN DETERMINES THE INTERPRETATION OF THE DECISION AND THE ULTIMATE COURSE OF THE LAW.

Models:

- 13th, 14th, and 15th Amendments to the Federal Constitution
- History of National Prohibition: 1918-1933
- A local building or sanitation code

Points to examine with respect to the models:

- Type of sanctions threatened—police warnings, public hearings to determine reasonable time for compliance, cease and desist orders, court injunctions
- Choices open to the executive with respect to degree of enforcement
- Strict enforcement as a means of bringing about the repeal of a law
  - by indicating its impracticality
  - by calling attention to its obsolescence
- Other factors conditioning the degree of enforcement—the power structure, existence of corruption, degree of public acceptance of the law, executive's personal commitment to the law, threat to society presented by violation, extent of "policing" possible

CONFIRMED OPPONENTS OF THE DECISION DEVISE MEANS TO AVOID OR DEFER COMPLIANCE.

Examples of each of the following can be found in the history of many major changes in American policy: Reconstruction, Federal Aid to Schools, Antitrust legislation.

- Ignoring the decision, in hopes that large-scale noncompliance will render law unenforceable
- Imposition of legal action through civil suits
- Deliberate violation of the law to bring criminal court action (and hence delay)
- Formation of new pressure groups
- Changes in party allegiance
- Transfer of the affected service from the public to the private sphere
- Local reinterpretation to limit compliance
- Tokenism
- Decision, distraction, demagoguery
- Passive resistance
- Administrative roadblock and delay
- Terrorism

OPTIONAL STUDIES

Suggested optional studies: President Eisenhower and Little Rock; The "Warren Court" and police procedures; Clothes and grooming regulations in New York State high schools.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic V and later tested for validity in other contexts:

- For successful government, the leadership must be given the power to enforce decisions.
- In most societies, forces tend to operate to favor a voluntary acceptance of the decision made by the individual or body charged with that responsibility.

Through interpretation and enforcement the original intent of a decision can be drastically altered.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic V:

Conformity	Sanctions
Ideology	Social pressure
Nullification	Tokenism

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic V.

TOPIC VI
REEVALUATION AND ANALYSIS

After a decision has been made, the decision-making process begins again. Forces of non-acceptance, pragmatic evaluation, and changing times may coalesce to compel further change. The pace and content of the change is dependent upon many interrelated factors such as the numerical and financial strength of the opposition, the concern of the major parties for "winning" issues and the effect of reevaluation of the power structure.

In order to explore this open-ended quality of the decision making process, it is suggested that one model be used throughout this topic. This is demonstrated below, by the placement of the understandings and content relevant to one of the models in italics below the more general understanding related to the reevaluation process. It is true that no two models will develop identically since there are a multiplicity of factors that operate on the governmental processes. Some classes may wish to use a case other than, or in addition to, the one developed here. The general progress toward change, however, can be observed regardless of the model analyzed. It should be remembered that examination of the models is in no sense an historical review of the case, but rather an exercise in analysis in terms of the decision making process.

Models:

- *Segregation: 1896-1954*
- Taft-Hartley Law: 1947-1967

THE STRENGTH OF THE PUBLIC OPINION BEHIND THE DECISION IN AN IMPORTANT FACTOR IN DETERMINING THE SPEED AT WHICH EFFORTS TO OVERTHROW THE DECISION WILL PROCEED.

THE DECISION IN PLESSY VS. FERGUSON REFLECTED THE PREVAILING WILLINGNESS OF THE MAJORITY TO ASSIGN INFERIOR STATUS TO THE NEGRO.

Points to examine with respect to the model:

- Degree of conservatism observable at the time the decision is made—*traditions of paternalism and servitude in late 19th century*
- Forces encouraging conformity: prosperity, lack of vigorous political opposition, general tenor of times
- Use of a particular philosophy to justify the decision—*popularity of "Social Darwinism" in late 19th century*

THE POWER STRUCTURE MAY EXERT A DISPROPORTIONATE INFLUENCE ON REEVALUATION.

THE LACK OF POLITICAL RIGHTS OF THE NEGRO CONTRIBUTED TOWARD MUFFLING PUBLIC PROTEST AGAINST THE DECISION.

Points to examine with respect to the model:

- Identification of the power structure—*the conservative coalition of northern monied interests plus old southern leadership in the late 19th century*

- Amount of political control wielded by the power structure—*allocation of local political power in the South in the late 19th century; lack of political strength by working man and urban dweller in North*
- Relative strength of the group opposing the decision—*minority position of Negro among northern voters*
- Factors keeping opposition subservient to power structure—*vulnerability of Southern Negro to white economic pressures*

THE IDENTIFICATION AND DISCUSSION OF OTHER ISSUES OF NATIONAL CONCERN MAY SIDETRACK EFFORTS TO REEVALUATE AND UPSET A DECISION.

INCREASING UNITED STATES INVOLVEMENT IN THE INTERNATIONAL SCENE DELAYED POPULAR SUPPORT FOR THE NEGRO'S PLIGHT.

Points to examine with respect to the model:

- Degree of popular appeal of the new issue versus the old: *Imperialism, "Cuba Libre," Make the world safe for democracy"*
- Role of the press and other media for reaching the public: *the yellow press and chauvinsim*

SUCCESS IN BRINGING REEVALUATION OF A DECISION IS DEPENDENT UPON A COMMITTED AND DETERMINED LEADERSHIP.

THE EVENTUAL REVERSAL OF THE PLESSY VS. FERGUSON DECISION WAS NOT ACHIEVED UNTIL A VIGOROUS AND DETERMINED NEGRO LEADERSHIP HAD COME INTO BEING.

Points to examine with respect to the model:

- "Watchdog" role of the opposition—*lack of strong indigenous leadership, demise of Southern Reconstruction Republicansim by late 19th century, resulting in no continuous opposition to white supremacy policy*
- Tactics used by opposition to build public acceptance of reevaluation—*work of NAACP and Urban league in 20th century to publicize Negroes' plight*
- Type of leadership which wins public support for cause—*Martin Luther King, Roy Wilkins, James Farmer, as examples of committed individuals who could "sell" the program of their people*

EFFECTIVE POLITICAL LEADERSHIP CONSTANTLY SCRUTINIZES AND PRAGMATICALLY EVALUATES EXISTING PROGRAMS WITH A VIEW TO MAXIMIZING PUBLIC SUPPORT.

FROM THE TIME OF THE NEW DEAL, PRESSURE GROUPS SUPPORTING THE NEGRO'S POSITION CONSTANTLY SOUGHT TO WIN MAJOR POLITICAL PARTY RECOGNITION OF THEIR OBJECTIVES.

Points to examine with respect to the model:

- Method of determining public shifts which should result in modification of existing programs
- Selection of candidates or political appointments reflecting shifts: *appointments of Ralph Bunche, Robert Weaver; election of Edward Brooke*

- Indications of changing "climate"—*breakdown of segregation in some areas during World War II*
- Changes in party and administrative policies to fit changes in climate of opinion—*inclusion of civil rights planks in 1948 Democratic platform; sponsorship of fair employment legislation; moves to desegregate armed forces*
- Compromises made to placate factions, even while shift in public opinion is being accommodated—*in 1964 Civil Rights Act, the "Mrs. Murphy's boarding house" clause*

SINCE WORLD WAR II THE SUPREME COURT HAS BEEN REEVALUATING ITS OWN LEADERSHIP RESPONSIBILITY AND HAS ASSUMED AN EXPANDED VIEW OF ITS LAW-INTERPRETING ROLE.

THE FEDERAL JUDICIARY, BY OVERTURNING PREVIOUS DECISIONS, PROVIDED IMPETUS TO THE CIVIL RIGHTS MOVEMENT.

Points to examine with respect to the model:

- Court concern for Constitutional safeguards for rights of all individuals—*view that separate but equal does not really denote equality in case of Brown vs. Board of Education of Topeka, Kansas*
- Acceptance of activist role by Warren Court—opinions given on what were once considered political questions
- Tendency toward accepting social legislation, (often interpreted now within limits of elastic clause)
- Reinterpretation of 5th and 14th Amendments—*overturning political actions which discriminate on the basis of race, color, creed—Smith vs. Allwright (Texas Primary); Sweat vs. Painter; Griffin vs. School Board of Prince Edward County; Baker vs. Carr ("one man-one vote" reapportionment)*

LEGISLATIVE REEVALUATION MAY BE THE RESPONSE TO GROWING CRITICISM AND CHANGING TIMES.

BOTH NATIONAL AND STATE LEGISLATION REFLECTED THE GROWING SENTIMENT TO REJECT THE SEGREGATION POLICY OF THE PLESSY VS. FERGUSON DECISION.

Points to examine with respect to the model:

- Forces operating to bring legislative change—*efforts of pressure groups, including Anti-Defamation League of B'nai B'rith, American Civil Liberties Union*
- Strength of administrative leadership pointing to legislative change—*attitudes of various Presidents toward civil rights legislation*
- General climate of opinion among voters—*strength of organized labor, liberals at time of passage of New York's Ives-Quinn Law*
- Continuous nature of legislative reevaluation process—*proposals regarding civil rights changes in New York State Constitutional Revision Convention*

THE ELECTION PROCESS GIVES THE INDIVIDUAL, AS THE FINAL ARBITER, AN OPPORTUNITY TO EXPRESS HIS APPROVAL OR DISAPPROVAL OF THE EFFECTS OF A DECISION, AND THUS TO START AGAIN THE PROCESS OF DECISION-MAKING.

VOTING TRENDS SINCE THE NEW DEAL USUALLY HAVE INDICATED PUBLIC APPROVAL OF THE DESEGREGATION MOVEMENT.

Points to examine with respect to the model:

- Degree to which voter can relate effects of decision to benefits for self—*growing evidence that working man equates better conditions for Negro with better conditions for self; support by national labor organizations*
- Evidence of support of candidates who endorse or reject a decision—*strength at polls of candidates such as Truman, Johnson, who had espoused civil rights cause*
- Indications of voter rejection of administrative policy—*analysis of "white backlash" movement*
- Indications of administrative follow-up of voter expression—*progress on "unfinished business" in segregation*

OPTIONAL STUDIES

Suggested optional studies: Influence of Cold War on Civil Rights Issue; "Backlash"; Voting patterns of southern Negroes in the 1960's.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic VI and later tested for validity in other contexts:

- Greater leadership is often needed in the reevaluation process than in the original decision making process.
- The attitudes of the general public and/or the articulate minority decide if reevaluation is to take place.
- Despite a serious need for reevaluation, emotional or cultural problems may delay the reevaluation process until a later date.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic VI:

Leadership	Reevaluation
Public pressures	Rule of law
Pragmatism	Social control

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic VI.

Report Sheet

Advanced Government

Suggestions for Change
in Understandings and Related Content

Part 1	Part 2
Additions with reasons why you recommend them	Deletions with reasons why you recommend them

Report Sheet

Advanced Government

Part 3

Methods and Materials Used Successfully

H1233-J167-10,000